



WORLD LANGUAGES

CONTENT STANDARDS

AND BENCHMARKS

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	WORLD LANGUAGES
VISION	<p>World languages is the study of languages and cultures. Learners develop the ability to communicate interlinguistically and interculturally and gain insight into themselves and others. They acquire knowledge of the structure and function of languages and societies. Studying languages provides learners with access to the knowledge and skills necessary to function in a global community, marketplace, and workplace.</p> <p>A linguistically literate individual in a multinational community:</p> <ul style="list-style-type: none"> • communicates across cultures; • develops insight into one's own language and culture; • recognizes language learning as a lifelong process; • acquires new information/content; • makes connections with other disciplines; • participates socially and economically in a national, multinational, and international community; • demonstrates familiarity with contributions of other cultures; and • understands and values diversity.
CONTENT STANDARDS Using a Non-English Language Using Strategies Written Discourse Expression and Inquiry Constructing Meaning Linking Language and Culture Acquiring Knowledge Global Community Diversity Learning as a Lifelong Process	<p>The study of world languages is a unique discipline. Language acquisition does not occur in an additive manner. Content standards must be flexible and attainable by students starting additional language learning at different times and participating in different types of programs. The degree and depth to which students attain these standards will be commensurate with the length and depth of relevant instruction.</p> <p>All students will:</p> <ol style="list-style-type: none"> 1. identify and use a non-English language appropriately to perform a variety of tasks, in a variety of contexts, and utilizing a variety of content; 2. use a variety of strategies to communicate in a non-English language; 3. process and produce written discourse effectively in a non-English language; 4. use a non-English language as a means of expression and inquiry; 5. extract meaning and knowledge from authentic non-English language texts, media presentations, and oral communication; 6. connect a non-English language and culture through texts, writing, discussion, and projects; 7. use a non-English language to acquire knowledge and connect to other disciplines; 8. define and characterize the global community; 9. identify diverse languages and cultures throughout the world; and 10. recognize learning a new language as a lifelong process.

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WORKING DRAFT CONTENT STANDARDS AND BENCHMARKS

Using a Non-English Language

Content Standard 1: All students will identify and use a non-English language appropriately to perform a variety of tasks, in a variety of contexts, and utilizing a variety of content.

Elementary	Middle School	High School
Understand and respond to . familiar questions and commands.	Understand and engage in . conversation on familiar topics. on familiar topics.	Understand main idea and some details of connected discourse.
		Narrate orally and in writing (present, past, and future) events in areas of personal and public interest.
		Sustain conversation on familiar topics.
Derive meaning from oral and visual stimuli and respond appropriately.	Derive meaning from oral, visual, and limited written stimuli and respond appropriately.	Derive meaning from oral, visual, and limited written stimuli and respond appropriately.
Interact orally on familiar topics.	Participate successfully in familiar survival situations and interactions.	Initiate, sustain, and bring closure to a variety of communicative tasks or situations.
Express preferences orally.	Express some thoughts, ideas, and preferences in oral and written form.	Express thoughts, ideas, preferences, and opinions in oral and written form.
Use learned utterances to satisfy immediate needs.	Use another language for personal communication needs.	Use another language for personal and public communication needs.
Copy or transcribe familiar words and phrases.	Copy or transcribe familiar words, phrases, and some sentences.	Transcribe and produce familiar idioms and limited extended discourse.

Using Strategies

Content Standard 2: All students will use a variety of strategies to communicate in a non-English language.

Elementary	Middle School	High School
Recognize and interpret some gestures, facial expressions, and body language.	Understand and interpret the significance of some appropriate gestures, facial expressions, and body language.	Understand, interpret, and produce appropriate gestures, facial expressions, and body language.
Derive meaning from visuals.	Ask for clarification and repetition.	Negotiate meaning by asking for and using repetition, clarification, and recombination.
Use cognates to communicate wants, needs, and preferences.	Use cognates to express needs, thoughts, ideas, and preferences.	Use circumlocution to express needs, thoughts, ideas, preferences, and opinions.
Ask for clarification and repetition.	Guess intelligently.	Guess intelligently and respond appropriately.
	Apply prior knowledge.	Apply prior knowledge to formulate new ideas.
	Make some inferences and predictions.	Make inferences, predictions, and generalizations.
		Make and check hypotheses.
	Derive meaning from visuals and contexts.	Derive meaning from contexts.
		Draw conclusions in interactions with individuals from other cultures.

Written Discourse

Content Standard 3: All students will process and produce written discourse effectively in a non-English language.

Elementary	Middle School	High School
Recognize the writing systems of other languages.	Produce limited written discourse.	Understand and produce main ideas from narration and description.
Copy or transcribe familiar words or phrases and produce some from memory.	Use oral language to generate written language.	Write simple discourse of more than one paragraph on familiar topics.
Label familiar objects and representations of concepts and ideas.	Meet basic writing/recording needs such as lists, short messages, postcards, and journals.	Meet a number of practical writing needs using lists, notes, short letters, and journals.
		Take notes on oral and written discourse dealing with familiar topics.
	Express in writing personal information and preferences.	Express in writing personal information, ideas, thoughts, preferences, and opinions.

Expression and Inquiry

Content Standard 4: All students will use a non-English language as a means of expression and inquiry.

Elementary	Middle School	High School
Understand predictable questions and commands.	Understand and respond to questions and commands.	Understand, respond to, and formulate questions and discussion.
Interact orally on familiar topics.	Interact successfully in familiar social situations.	Interact successfully in daily social situations.
Use appropriate vocabulary to express limited personal needs.	Interact successfully in most oral communicative tasks.	Interact successfully in basic communicative tasks.
	Request clarification when needed.	Request clarification when needed.

Constructing Meaning

Content Standard 5: All students will extract meaning and knowledge from authentic non-English language texts, media presentations, and oral communication.

Elementary	Middle School	High School
Begin to interact appropriately in limited social situations.	Participate successfully in limited routine social situations in other cultures.	Participate successfully in work and routine social situations in other cultures.
Recognize some aspects of other cultures represented in one's own environment.	Recognize representations of other cultures in the media.	Identify cultural constructs and the way they are reflected in other societies.
	Recognize some similarities and differences between one's own culture and other cultures.	Recognize the differences between one's own culture and other cultures and act in ways that reflect that knowledge.
		Understand the main idea and most detail from authentic texts in areas of high interest.
	Strengthen the development of other languages through the use of some authentic texts, media, and through contact with individuals from those cultures using other languages.	Strengthen one's develop in other languages through the use of authentic texts, media, and through contact with individuals from other cultures using other languages.

Linking Language and Culture

Content Standard 6: All students will connect a non-English language and culture through texts, writing, discussion, and projects.

Elementary	Middle School	High School
Recognize ways in which language reflects culture.	Recognize and demonstrate a limited understanding of the ways in which language reflects culture.	Recognize and demonstrate a limited understanding of the ways in which language reflects culture.
Begin to recognize differences and similarities between one's own language and culture and other languages and cultures.	Recognize some similarities between one's own language and culture and other languages and cultures.	Recognize similarities between one's own language and culture and other languages and cultures and use this knowledge to strengthen an understanding of both.
	Begin to use knowledge to strengthen an understanding of both languages and cultures.	Compare and contrast ways in which people from other cultures interact with each other based on factors such as: topic, age, gender, and social relationship.
		Apply the growing knowledge of other cultures in relationship to a variety of authentic texts (e.g. oral, written, and video).

Acquiring Knowledge

Content Standard 7: All students will use a non-English language to acquire knowledge and connect to other disciplines.

Elementary	Middle School	High School
Use limited aspects of other languages to obtain some knowledge of other disciplines.	Use other languages to obtain and reinforce knowledge of other disciplines.	Use other languages to obtain, reinforce, and further knowledge of other disciplines.
Use some knowledge acquired through other languages to begin to expand one's own personal knowledge and experience.	Use knowledge acquired through other languages to begin to expand one's own personal knowledge and experience.	Acquire knowledge that is only available through other languages and cultures.
		Use information acquired through other languages and cultures in the study of other disciplines.
		Use knowledge acquired through other languages and cultures for expansion of personal knowledge and experience.
	Recognize a perspective that is only available through other perspectives.	Recognize and demonstrate the concept of multiple cultural languages and cultures.

Global Community

Content Standard 8: All students will define and characterize the global community.

Elementary	Middle School	High School
Utilize technology to begin to develop an awareness of the global community.	Utilize technology to communicate personal information across cultures.	Utilize technology to communicate personal and public information across cultures.
Begin to develop an awareness of the relationship of professions in one's own culture to those in other cultures.	Relate one's knowledge of other languages to some professions within the world community.	Relate the knowledge of other languages to a variety of professions within the world community.
	Develop an awareness of some contemporary social, political, and economic issues across cultures.	Obtain new information and insights on contemporary social, political, and economic issues across cultures.

Diversity

Content Standard 9: All students will identify diverse languages and cultures throughout the world.

Elementary	Middle School	High School
	Identify some important dates, events, and people and discuss their significance to one's own and other cultures.	Identify significant contributions of other cultures to the arts, music, humanities, social sciences, history, sciences, and mathematics in the United States and internationally.
	Recognize areas of the world where other languages are spoken.	Identify significant contributions of individuals from other cultures to the internal and external political arena.
	Understand the relationship between geography and culture.	
Exhibit an awareness of other cultures.	Exhibit an awareness of and respect for other cultures.	Recognize other cultures as an integral part of the culture of the United States.
Begin to demonstrate a respect for other cultures.		Recognize other cultures as an integral part of the culture of the world community.
		Describe, analyze, and explain cultural norms.

Learning as a Lifelong Process

Content Standard 10: All students will recognize learning a new language as a lifelong process.

Elementary	Middle School	High School
Demonstrate an independent motivation to learn another language.	Demonstrate growth and interest in the language studied.	Demonstrate continued growth and interest in the language studied.
Demonstrate curiosity about language as a means of communication.	Demonstrate awareness of the process of language acquisition.	Demonstrate interest in the study of additional languages.